



**THE ABILITY OF THE EIGHTH GRADE STUDENTS  
OF SMP N 2 SUKOLILO PATI IN THE ACADEMIC YEAR 2012/2013  
IN WRITING NARRATIVE TEXT  
TAUGHT BY USING SEMANTIC MAPPING STRATEGY**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MURIA KUDUS  
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**SKRIPSI**

**Presented to University of Muria Kudus  
in Partial Fulfillment of the Requirements for Completing the Sarjana  
Program in English Education**

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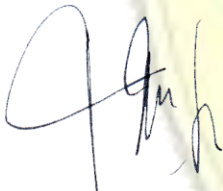
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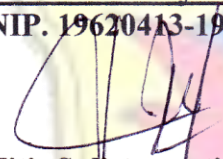
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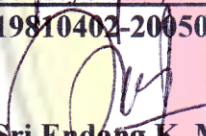
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## MOTTO AND DEDICATION

### Motto:

- All is well.
- Dream, believe, and let's do it.
- Your future is in your hand.

### Dedication:

This skripsi is dedicated to:

- Allah the Almighty.
- The writer's parents and brothers, thanks  
for your support and blessing.
- The writer's beloved lecturers.
- Hoshi chan.
- Anggoro, Dicky, Yusron, Elip, Anggit.
- And all of writer's friends in Narti's  
boarding house.



## ACKNOWLEDGEMENT

The writer would like to express his high gratitude to Allah SWT for blessing and guidance, so the writer can finish his skripsi entitled “The Ability Of The Eighth Grade Students of SMP N 2 Sukolilo In The Academic Year 2011/2013 Pati In Writing Narrative Text Taught By Using Semantic Mapping Strategy”.

The writer wishes to express the writer’s deepest gratitude to those who are directly or indirectly involved in completing this skripsi, they are:

1. Drs. Susilo Rahardjo, M.Pd, the Dean of Teacher Training and Education Faculty of Muria Kudus University.
2. Fitri Budi Suryani, S.S, M.Pd, the Head of English Education Department.
3. Drs. Muh. Syafei, M.Pd as the first advisor and Titis Sulistyowati, S.S, M.Pd as the second advisor, who have accurately guided the writer during the writing of skripsi.
4. All of the lecturers who taught the writer during studying at the faculty as well as possible.
5. Mr. Ribut Wisnantoro, S.Pd, M.Pd as the Headmaster of SMP N 2 Sukolilo Pati, who has given him a permission to do the research and support him in writing this skripsi.
6. Mr. Dwi Haryanto, S.Pd as an English teacher of SMP N 2 Sukolilo Pati who gives a motivation and support in accomplishing this skripsi.

7. The beloved writer's parents, Mr. Ali Zaroni and Mrs. Sutirin, and also the writer's brothers and sister, mbak mun, kak mamat, mbak nung, and mbak solik for giving prayer and spirit.
8. The writer's cherry Hoshi Chan.
9. All writer's best friends in Narti's boarding house.
10. All the writer's best friends who have given support.
11. Anyone who always encourages and prays the writer.

The writer would like to express his sincerest gratitude to the readers for some critics and suggestions. Hopefully this skripsi will be useful for everyone.

Pati, March 2013

Abdul Wahid



## ABSTRACT

Wahid, Abdul. 2013 . *The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text Taught By Using Semantic Mapping Strategy In The Academic Year 2012/2013*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor : (1) Drs. Muh. Syafei, M.Pd, (2) Titis Sulistyowati, S.S, M.Pd

**Keywords:** Writing ability, Semantic Mapping Strategy

Writing is very important for students because they can express themselves in written form and being brave to state their own opinions. Good ability in writing can measure a success of language learning. Not only speaking ability that must be taught and applied in the class but also writing ability. In fact, in daily life someone does both of speaking and writing. Many English teachers got some problems in teaching writing in the classroom. And one of easy and simple strategy is Semantic Mapping Strategy because this strategy quite interesting for the students in making the map and also it will enrich the students' mastery in vocabularies.

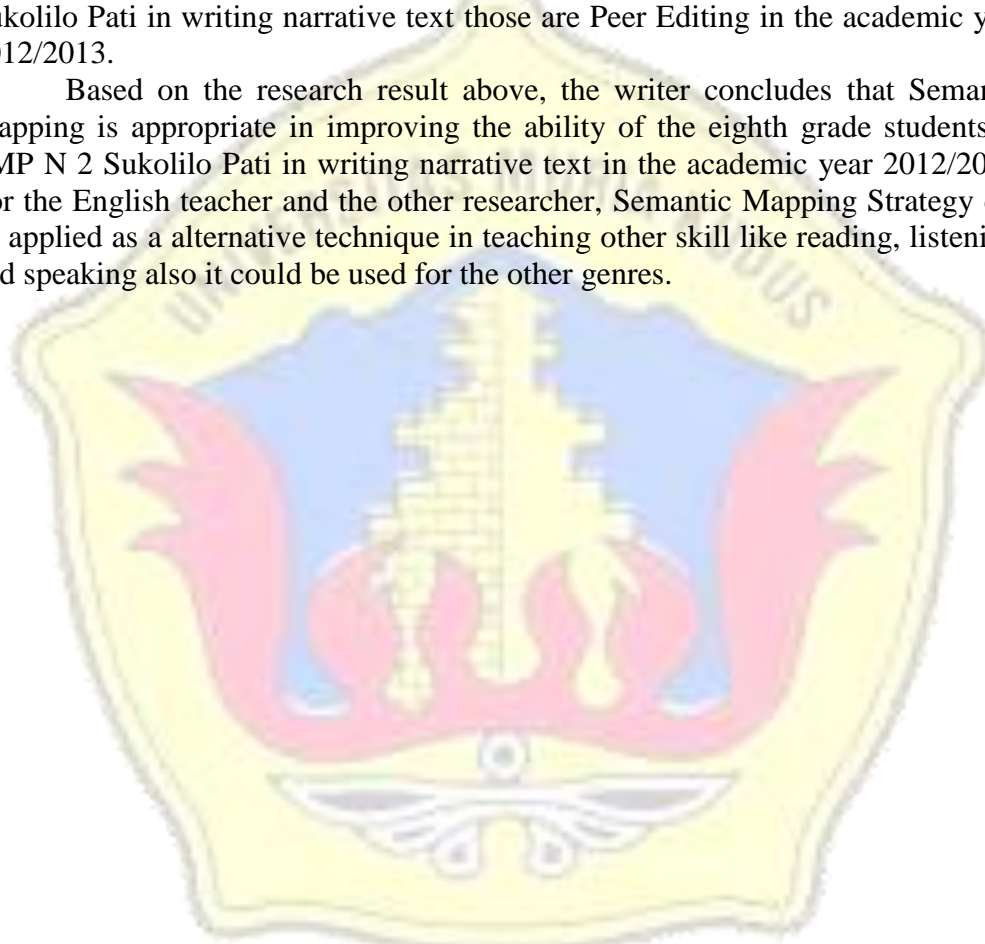
The objective of this research are to find out the ability of the eighth grade students of SMP N 2 Sukolilo Pati in writing narrative text those are taught by using semantic mapping strategy in the academic year 2012/2013 and the ability of the eighth grade students of Smp N 2 Sukolilo Pati in writing narrative text those are not taught by using semantic mapping strategy in the academic year 2012/2013 whether there is a significant difference between the ability of the eighth grade students of SMP N 2 Sukolilo Pati in writing narrative text those are taught by using semantic mapping strategy in the academic year 2012/2013 and the ability of the eighth grade students of SMP N 2 Sukolilo Pati in writing narrative text those are taught by Peer Editing in the academic year 2012/2013.

In this research, the writer used quantitative experimental research as a design of the research. The data were collected by recording the post-test of controll class and experimental class. Then, the writer identified and analyzed based on statistic calculation for getting good result accurately, completely and systematically. The population of this research is 140 students of the eighth grade students of SMP N 2 Sukolilo Pati in academic year 2012/2013 from VIII A –VIII E and the writer takes two classes (VIII A VIII C) as a sample that consits of 50 students by using Cluster Random Sampling. The numbers of sample are twenty five students from each class.

The result of this research shows that the ability of the eighth grade students of SMP N 2 Sukolilo Pati in writing narrative text those are taught by using semantic mapping strategy in the academic year 2012/2013 is found the highest score is **92**, and the lowest score is **66**. And from the calculation of the data, the mean is **80.12** and the standard deviation is **5.56**. So, the result is **“good”**. Meanwhile, The result of this research shows that the ability of the eighth grade students of SMP N 2 Sukolilo Pati in writing narrative text those are not

taught by using semantic mapping strategy in the academic year 2012/2013 is found the highest score is **62**, and the lowest score is **25**. And from the calculation of the data, the mean is **43.96** and the standard deviation is **11.70**. It is categorized as ***“sufficient”***. For analyzing the data, the writer used t-test for dependent sample. The result of t-observation ( $t_0$ ) is **5.35**. Compared by t-table ( $t_t$ ) on the degree of freedom 48 in level of significance **2.02**, it means that the result of t-observation ( $t_0$ ) is higher than t-table ( $t_t$ ) and it shows there is significant different between the ability of the eighth grade students of SMP N 2 Sukolilo Pati in writing narrative text those are taught by using semantic mapping strategy in the academic year 2012/2013 and the ability of the eighth grade students of SMP N 2 Sukolilo Pati in writing narrative text those are Peer Editing in the academic year 2012/2013.

Based on the research result above, the writer concludes that Semantic Mapping is appropriate in improving the ability of the eighth grade students of SMP N 2 Sukolilo Pati in writing narrative text in the academic year 2012/2013. For the English teacher and the other researcher, Semantic Mapping Strategy can be applied as a alternative technique in teaching other skill like reading, listening, and speaking also it could be used for the other genres.



## ABSTRAKSI

Wahid, Abdul. 2013 . *Kemampuan Siswa Kelas Delapan SMP N 2 Suolilo Pati Dalam Menulis Teks Narasi Diajarkan Melalui Semantic Mapping Strategy Pada Tahun Ajaran 2012/2013*. Skripsi: Program studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Drs. Muh. Syafei, M.Pd, (2) Titis Sulistyowati, S.S, M.Pd

**Kata Kunci:** Kemampuan Menulis Teks narasi, Semantic Mapping Strategy

Menulis merupakan salah satu kemampuan yang penting bagi siswa. Karena dengan menulis, siswa dapat menyampaikan isi pikiran mereka dalam bentuk tulisan. Keberhasilan dalam menulis merupakan salah satu indikator keberhasilan siswa dalam proses belajar mengajar bahasa. Tidak hanya komunikasi secara lisan yang diajarkan dalam berkomunikasi selain itu menulis merupakan bentuk lain dalam berkomunikasi. Salah satu strategi yang dianggap sederhana dan mudah ialah Semantic Mapping Strategy. Strategi ini dianggap sebagai salah satu strategi yang menarik bagi siswa dalam menulis serta mampu memperkaya perbendaharaan kosa kata yang didapat siswa ketika menggunakan strategi ini dalam menulis.

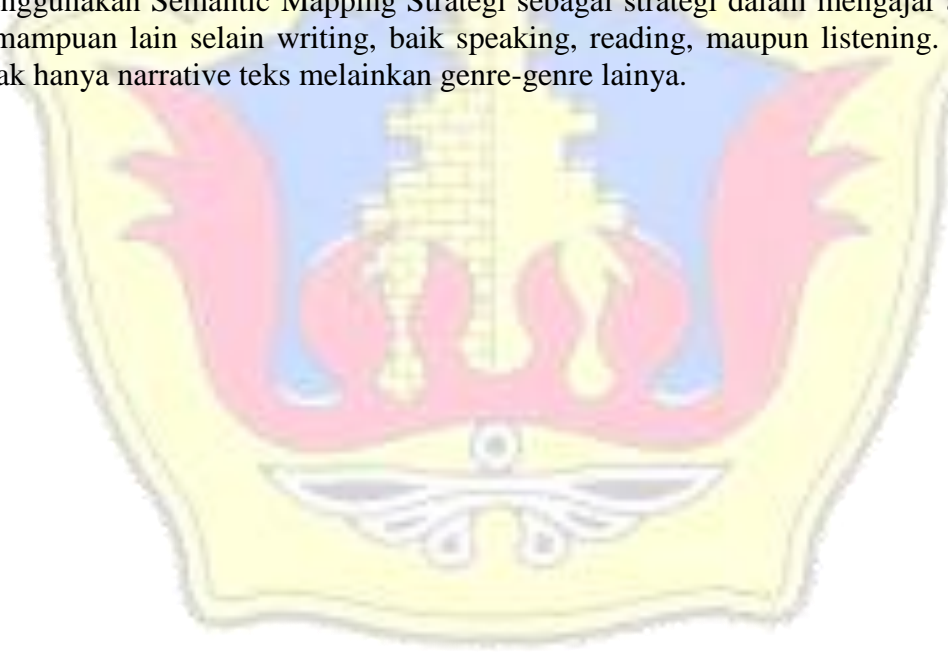
Tujuan dari penelitian yang dilakukan oleh penulis ialah untuk mengetahui bagaimanakah kemampuan siswa kelas delapan SMP N 2 Sukolilo Pati dalam menulis teks narasi yang diajarkan melalui semantic mapping strategy pada tahun ajaran 2012/2013 dan bagaimanakah kemampuan siswa kelas delapan SMP N 2 Sukolilo Pati dalam menulis teks narasi yang tidak diajarkan melalui semantic mapping strategy pada tahun ajaran 2012/2013 serta apakah ada perbedaan yang signifikan antara kemampuan siswa kelas delapan SMP N 2 Sukolilo Pati dalam menulis teks narasi antara yang diajarkan melalui semantic mapping strategy dan yang tidak diajarkan melalui semantic mapping strategy pada tahun ajaran 2012/2013.

Pada penelitian ini penulis menggunakan jenis penelitian kuantitatif eksperimental. Data yang dianalisis berasal dari hasil post-test control dan experimental class. Kemudian, penulis menganalisa data-data tersebut menggunakan statistik analisis agar mendapatkan hasil yang maksimal. Populasi penelitian ini berasal dari siswa kelas delapan SMP N 2 Sukolilo Pati pada tahun ajaran 2012/2013 yang berjumlah 140 siswa. Dan sampel yang dipakai adalah 50 siswa yang berasal dari kelas VIII A dan VIII C yang diperoleh menggunakan teknik penagambilan sampel secara Cluster Random Sampling.

Hasil yang diperoleh menunjukkan bahwa kemampuan siswa kelas delapan SMP N 2 Sukolilo Pati dalam menulis teks narasi yang diajarkan melalui semantic mapping strategy pada tahun ajaran 2012/2013 memperoleh hasil paling tinggi dengan nilai **92**, dan nilai terendah **66**. Dari perhitungan data yang diperoleh, rata-rata nilainya adalah **80,12** standar deviasinya sebesar **5,56**. Sehingga hasil yang diperoleh bisa dikategorikan sebagai hasil yang **"bagus"**. Sementara itu nilai tertinggi dari kemampuan siswa kelas delapan SMP N 2

Sukolilo Pati dalam menulis teks narasi yang diajarkan melalui semantic mapping strategy pada tahun ajaran 2012/2013 adalah **62**, serta nilai terendahnya adalah **25**. Dari perhitungan data yang diperoleh, rata-rata nilainya adalah **43,96** dan standar deviasinya sebesar **11,70**. Sehingga hasil yang diperoleh bisa dikategorikan sebagai hasil yang **“sedang”**. Untuk menganalisa data, penulis menggunakan t-test untuk mengukur t observasi. Hasilnya menunjukkan bahwa nilai dar t-observasi ( $t_0$ ) adalah **5,35**. dibandingkan dengan t-test ( $t_t$ ) pada drajat kebebasan 48 dengann level signifikansi 5% adalah **2,02**, hal ini menunjukkan bahwa hasil dari t-observasi ( $t_0$ ) lebih tinggi dibandingkan dengan t-tabel ( $t_t$ ) dengan demikian dapat disimpulkan bahwa ada perbedaan yang cukup berarti antara kemampuan siswa kelas delapan SMP N 2 Sukolilo Pati dalam menulis teks narasi yang diajarkan melalui semantic mapping strategy dan yang tidak diajarkan menggunakan Semantic Mapping strategy pada tahun ajaran 2012/2013.

Berdasarkan hasil penelitian di atas, penulis dapat menyimpulkan bahwa Semantic Mapping Strategy merupakan salah satu strategi yang sesuai untuk digunakan dalam mengajar menulis bagi siswa kelas delapan SMP N 2 Sukolilo Pati in writing narrative text in the academic year 2012/2013. Untuk guru, hasil peneltian ini bisa menjadi salah satu rekomendasi alternatif untuk memilih dan menggunakan Semantic Mapping Strategi sebagai strategi dalam mengajar aspek kemampuan lain selain writing, baik speaking, reading, maupun listening. serta, tidak hanya narrative teks melainkan genre-genre lainnya.





## TABLE OF CONTENTS

	<b>Page</b>
COVER .....	I
LOGO .....	Ii
TITLE .....	Iii
ADVISORS' APPROVAL .....	Iv
EXAMINERS' APPROVAL .....	V
MOTTO AND DEDICATION .....	Vi
ACKNOWLEDGEMENT .....	Vii
ABSTRACT .....	Ix
ABSTRAKSI .....	Xi
TABLE OF CONTENTS .....	Xiii
LIST OF TABLES .....	Xvi
LIST OF FIGURES .....	Xvii
LIST OF APPENDICES .....	Xviii
<b>CHAPTER I</b>	
1.1 Background of the Research .....	1
1.2 Statement of the Problem .....	5
1.3 Objective of the Research .....	5
1.4 Significance of the Research .....	6
1.5 Limitation of the Research .....	7
1.6 Definition of the Term .....	7

## CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS

2.1 Writing .....	8
2.2 The importance of writing .....	9
2.3 Characteristic of good writing .....	9
2.4 Teaching English in SMP N 2 Sukolilo Pati .....	10
2.4.1 Curriculum of language teaching in SMP N 2 Sukolilo Pati .....	11
2.4.2 Purpose of English teaching in SMP N 2 Sukolilo Pati .....	12
2.4.3 The Material of English Teaching in SMP N 2 Sukolilo Pati .....	12
2.4.4 The Method of Teaching English in SMP N 2 Sukolilo Pati .....	13
2.5 Genre .....	14
2.5 Narrative Text.....	15
2.7 Characteristics of Narrative.....	15
2.8 Peer Editing Technique.....	18
2.9 Teaching Writing Using Peer Editing.....	19
2.10 The Advantage of Peer Editing .....	21
2.11 The Disasdvantagous of Peer Editing .....	22
2.12 Semantic Mapping Strategy .....	22
2.13 The Steps of Semantic Mapping Strategy .....	23
2.14 The Advantageous of Semantic Mapping .....	23
2.15 The Use of Semantic Mapping in Teaching Writing Narrative Text...	24
2.16 Previous Research Finding .....	26



2.17 Theoretical Framework .....	27
2.18 Hypothesis .....	29

### **CHAPTER III RESEARCH METHOD**

3.1 Design of the Research .....	30
3.2 Population and Sample .....	31
3.2.1 Population .....	31
3.2.2 Sample .....	31
3.3 Research Instruments .....	32
3.4 Scoring Technique .....	32
3.5 Procedure of Data Collection .....	35
3.6 Data Analysis .....	36
Bibliography .....	40

### **CHAPTER IV RESEARCH FINDING**

4.1 The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 those are Taught By Using Peer Editing .....	42
4.2 The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In The Academic Year 2012/2013 those are Taught By Using Semantic Mapping.....	45
4.3 The Significant Difference Ability of the Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text in the Academic Year 2012/2013 Taught by Using Peer Editing And the Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text in the Academic Year 2012/2013 those are Taught by Using Semantic Mapping. ....	47

### **CHAPTER V DISCUSSION**

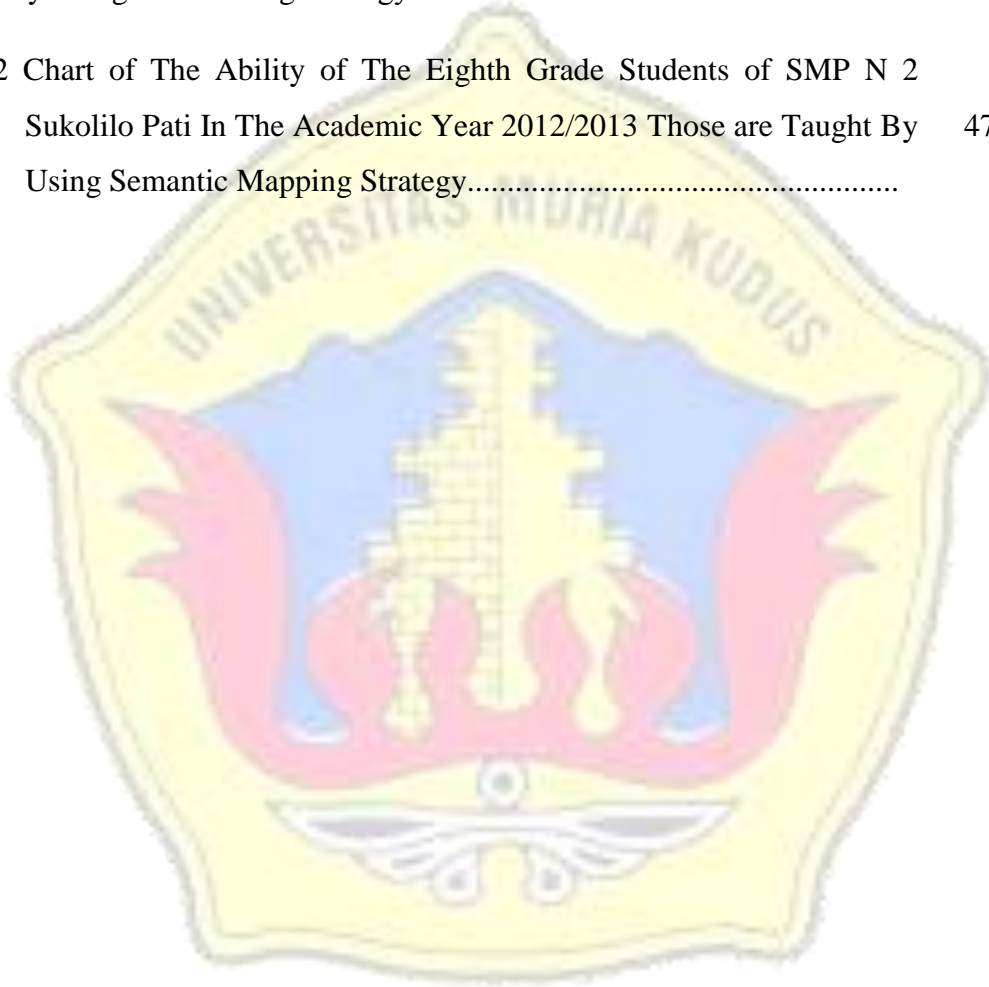
5.1 The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In The Academic Year 2012/2013 those are Taught By Using Peer Editing.....	49
5.2 The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In The Academic Year 2012/2013 those are Taught By Using Semantic Mapping .....	51
5.3 The Significant Difference between the Writing Ability of the Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 those are Taught bu Using Peer Editing And Those are Taught By Using Semantic Mapping Strategy	52
<b>CHAPTER VI CONCLUSION AND SUGGESTION</b>	
6.1 Conclusion .....	55
6.2 Suggestion.....	56
BIBLIOGRAPHY .....	58
APPENDICES .....	
CURRICULUM VITAE .....	

## LIST OF TABLES

	Page
2.1 Types of Genre.....	15
3.1 Design Of The Research .....	30
3.2 The Scoring Guidance of Writing .....	33
3.3 Criteria of ability of the eight grade students of SMP N 2 Sukolilo Pati in the academic years 2012/2013 taught by using Semantic Mapping Strategy in writing narrative text .....	38
4.1 The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 Those are Taught By Using Peer Editing Strategy .....	43
4.2 Frequency distribution of The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 Those are Taught By Using Peer Editing Strategy .....	43
4.3 The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In The Academic Year 2012/2013 Those are Taught By Using Semantic Mapping Strategy .....	45
4.4 The Frequency Distribution of Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In The Academic Year 2012/2013 Those are Taught By Using Semantic Mapping Strategy.....	46
4.5 The summary of t-test result of The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 Taught By Using Peer Editing Strategy And The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 Taught By Using Semantic Mapping Strategy .....	49

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
4.1 Chart of The Writing Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In The Academic Year 2012/2013 Those are Taught By Using Peer Editing Strategy .....	44
4.2 Chart of The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In The Academic Year 2012/2013 Those are Taught By Using Semantic Mapping Strategy.....	47



## LIST OF APPENDICES

Appendix	Page
1. Syllabus .....	59
2. Lesson Plan .....	86
3. The List of Students of VIII A And VIII C .....	100
4. The Data of The Ability of the Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 Those are Taught By Using Peer Editing Strategy .....	102
5. The Data of The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In The Academic Year 2012/2013 Those are Taught By using semantic Mapping Strategy .....	103
6. The Calculation of Mean and Standard Deviation The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 Those are Taught By Using Peer Editing Strategy .....	104
7. The Calculation of Mean and Standard Deviation The Ability of The Eighth Grade Students of SMP N 2 Sukolilo Pati In Writing Narrative Text In The Academic Year 2012/2013 Those are Taught By Using Semantic Mapping Strategy .....	106
8. The calculation to find out T-test .....	108
9. The Table of T Values .....	109
10. The Students Worksheet .....	112
11. The Key Answer of Students Worksheet .....	120